



MANAGEMENT POLICY

**Positive Relationships Policy
(Anti-Bullying)**

Date Approved: Autumn 2021

Signed Headteacher:..... Mrs Tracy Thomas

Signed Chair of Governors:..... Mr Ben Fuller

Review Date: Autumn 2022

Positive Relationships POLICY

Autumn 2021

Samuel Lucas School defines the term “bullying” as deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Three main types of bullying are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling, racist remarks)
- indirect (e.g. spreading rumours, excluding someone from social groups)

Aims:

- to ensure that children learn in a supportive caring and safe environment without fear of being bullied
- to help children understand that bullying is anti-social behaviour and affects everyone
- to help children understand that bullying is unacceptable and will not be tolerated
- to reinforce the school ethos of the 3 C’s (Care, Co-operate and Contribute) together with the School Behaviour Code
- to make staff aware of their role in fostering the knowledge and attitudes required to achieve these aims

This policy needs to be read in relation to the Action, Attitudes and Opportunity Policy (linking the attributes of the Behaviour Policy, the Racial Harassment Policy and the Equality Scheme Policy) creating a document reflecting the actions, attitudes and opportunities available within Samuel Lucas School.

Procedures and Implementation:

School:

The following steps may be taken when dealing with an incident:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- a clear account of the incident will be recorded and given to the Headteacher
- the Headteacher will interview all concerned and will record the incident
- appropriate staff will be kept informed, with information being passed on a “need to know” basis
- parents will be kept informed, as appropriate
- punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils:

Who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with a member of staff
- being reassured
- being offered continuous support
- actions focussed on restoring self-esteem and confidence

Who have bullied will be helped by:

- discussing what happened
- discovering why the child became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil

The following disciplinary steps may be taken:

- official warnings to cease offending
- loss of free time / playtime / child-initiated play opportunities
- exclusion from certain areas of the school premises – removal from playground
- letter of apology regarding the incident
- involvement of external agencies (Behaviour Support Team)
- fixed-term exclusion (lunch-time, part or whole day)
- permanent exclusion

Presentation of Work:

- circle time and discussions form a major part of Positive Relationships Education,
- children present work in a variety of ways - including classroom displays, talk, drama, assemblies and practical outcomes

Responsibilities:**The Headteacher:**

- to ensure that staff and parents have knowledge of the Positive Relationships Policy, and that the policy is implemented effectively
- to ensure that staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- to liaise with external agencies regarding the Positive Relationships programme
- to report to governors, when requested, on the effectiveness of the policy

The Governors:

- the governing body has the responsibility of setting down these general guidelines on Positive Relationships education
- the governors will support the Headteacher in following these guidelines
- Governors will liaise with the LA, health organisations and parents so that the school's policy is in line with the best advice available

The Parents/Carers:

- the school will continue to build a positive and supporting relationship with parents/carers and inform them about the Anti-Bullying Policy and practice so that they can support the key messages being given to children at school

Children:

- children need to take responsibility to seek support from an adult immediately when they observe or experience bullying
- children need to ensure that they do not participate in any act of bullying initiated by another child

Monitoring and Evaluation:

- The Head, Deputy and SMT will monitor any bullying incidents.
- All staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

Equal Opportunities:

All aspects of Positive Relationships apply to all members of the school community regardless of ability, gender, race, special educational need, sexual orientation, religion and belief, gender identity or disability.

Samuel Lucas is also alert to challenging the development of an environment which is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

Review Procedure:

- There will be an on-going opportunity for staff to discuss with the Headteacher any issue of Positive Relationships that concerns them.
- There will be many opportunities to reflect upon teaching and learning of Positive Relationships during the course of the school year.
- A more detailed review will take place if:
 - a new approach to Positive Relationships is adopted
 - Positive Relationships becomes a major priority in the SDP
 - there are several staff changes
 - the NC or DfE change the orders or guidance in any way.

APPENDIX 1

Child Friendly Definition of Bullying:

‘People doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.’
(Safe to Learn, DCSF 2007)

S T O P

Several
Times
On
Purpose